

# Teaching and Learning Mentor (TLM)

## Position Information Document

<b>Classification</b>	POR 1
<b>Commencement</b>	Week prior to students starting in 2026
<b>Tenure</b>	1 Year
<b>Salary</b>	Band 2 POR 1 allowance as per the current South Australian Catholic Schools Enterprise Agreement
<b>Release Time</b>	Minimum of 10 lessons per week
<b>Screening</b>	Please note the position is subject to an ongoing satisfactory Working with Children Check (WWCC) and other screening clearance checks that may be required, at regular intervals, throughout the duration of your employment.
<b>Special Requirements</b>	<p>Teaching qualifications and significant teaching experience are essential.</p> <p>Release time and this PID may be amended as needed based on the College's strategic needs.</p> <p>Some out-of-hours work is required.</p> <p>Perform any other duties as directed by the Principal (or delegate).</p>

## Position Overview

The Teaching and Learning Mentor (TLM) is responsible for providing strategic support, coaching and guidance to a designated group of teachers and Learning Support Officers (LSOs). The TLM serves as the line manager for this group, with a clear focus on fostering high-quality pedagogy, promoting ongoing professional learning and supporting inclusive practices aligned with both College priorities and industry expectations. This role is central to the College's commitment to building staff capacity and delivering contemporary, trade-relevant education that meets the needs of every student.

## Our College

St Patrick's Technical College (SPTC) is unlike other schools – we are for young people deliberately seeking a different educational experience. We are here for students wanting to learn in the classroom, within the workplace and on the job, enabling them to kick start their real world learning. The College is a purpose-built trade College offering education, training and apprenticeship pathways to Year 10-12 students.

### College Vision

To be at the forefront of vocational education, nurturing the next generation of industry leaders dedicated to shaping a better world.

### College Mission

St Patrick's Technical College inspires students for success in their first career. Through a dynamic and innovative learning model grounded in Catholic social teaching and informed by industry, we create exceptional and work ready young adults.

### College Values

As a Catholic Vocational College caring for young adults we live our story by

**Welcome:** Welcoming all to our learning community

**Hope:** Offering hope and a sense of purpose to all

**Serve:** Valuing and serving others

**Respect:** Respecting ourselves and our environments

**Celebrate:** Developing and celebrating each person's unique talents

## Significant Work Relationships

- Assistant Principal
- Head of Teaching & Learning
- Inclusive Education Leader
- Community, Identity, Spirituality Leader
- Other Teaching and Learning Mentors
- Students & Wellbeing Leaders
- Teachers and LSOs
- Industry and employer partners
- Students and families
- Catholic Education Office, Catholic Education SA and other relevant education providers

## Middle Leadership - As a middle leader, the TLM will:

- Promote the Catholic identity, vision, mission and values of the College.
- Foster a collaborative, supportive and inclusive staff culture.
- Induct and mentor staff and LSOs.
- Support strategic planning around teaching and learning and the College's ongoing development.
- Model professional standards and confidentiality.
- Contribute to events, meetings and College committees.

## Key Duties & Responsibilities

### **Mentoring and Professional Learning:**

Provide leadership and support by line managing a designated group of Teachers and LSOs by implementing a structured program of coaching and professional learning tailored to staff needs and College priorities. This includes facilitating regular classroom observations, modelling effective instructional practices and offering timely, constructive and actionable feedback to support continuous improvement. Promote a collaborative, reflective culture where staff are empowered to share best practices and engage in ongoing professional growth aligned with College and industry expectations.

### **Key Driver of Assigned Learning Area:**

Act as the primary leader for one or more designated learning areas, taking responsibility for driving curriculum quality and innovation. This involves overseeing curriculum planning, conducting subject reviews and driving improvement projects. Lead staff in designing and evaluating units of work, assessment strategies and resource selection. Ensure the learning area remains current, relevant and responsive to the needs of students, industry and the wider community, while aligning with SACE requirements and College priorities.

### **Personalised Plans for Learning (PPLs) - Development and Implementation:**

Lead and coordinate the development, regular review and, most importantly, the effective implementation of PPLs for students requiring adjustments or additional support. Collaborate with your team to ensure appropriate modifications and differentiation strategies are effectively integrated into everyday classroom practice. Provide practical support, resources and guidance to staff to ensure inclusive education practices are implemented practically and consistently, meeting the diverse needs of all learners.

### **Induction and Graduate Support:**

Lead and coordinate a welcoming and supportive induction process to help new staff settle in and have a clear understanding of the College's Catholic identity, vision, mission, values, culture, practices and professional expectations. Guide graduate teachers through the AITSL Proficient Teacher pathway with structured mentoring, classroom support, regular feedback and alignment to the Australian Professional Standards for Teachers. Facilitate formal reviews to support graduate teacher accreditation and registration. Promote a reflective and values driven professional culture by connecting new staff to the College's spiritual, educational and vocational mission. Facilitate ongoing professional development to enable staff to grow in confidence, capability and connection to College life and Catholic values, ultimately improving student outcomes.

### **Professional Reviews:**

Lead regular performance and development reviews for your team by setting clear expectations, supporting reflective practice and establishing targeted growth goals. Monitor progress to ensure these goals align with both College priorities and individual staff needs.

### **Assessment Moderation:**

Oversee internal moderation and quality assurance processes for SACE subjects to ensure all assessments are valid, reliable and compliant. Organise and facilitate team-based moderation sessions to promote consistency in assessment standards, marking and feedback. Support staff in developing shared understandings of assessment criteria and best practices.

### **Data-Informed Practice:**

Promote a culture of evidence-based decision making to enhance teaching and learning. Support staff in collecting, analysing and acting on data related to student achievement, wellbeing and engagement. Use data insights to identify patterns, inform planning and evaluate the effectiveness of interventions and improvement strategies.

### **Inclusive Education Model:**

Lead and support the development and implementation of inclusive education practices. Work proactively to build the capacity of LSOs and Teaching Staff through coaching, professional learning and modelling of effective strategies for differentiation and adjustments. Ensure all-inclusive practices comply with SEQTA documentation standards and meet the requirements of the Nationally Consistent Collection of Data on School Students with Disability (NCCD). Oversee the consistent and accurate documentation of adjustments and ensure inclusive strategies are embedded in teaching, assessment and reporting processes.

### **Collaboration and Strategic Alignment:**

Coordinate and lead regular team meetings and professional learning communities to support collaboration, shared planning and collective problem solving. Ensure teaching practices and curriculum design align with the College's

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strategic priorities, vision, mission and values. Proactively identify areas for improvement and work with staff to implement solutions that enhance program quality. Ensure all programs meet the requirements of both industry expectations and the SACE.

### **Industry and Community Engagement:**

Build and maintain strong partnerships with industry and community organisations to strengthen vocational and real-world learning opportunities. Promote partnerships offering workplace learning, apprenticeships and mentoring opportunities that benefit students' career development. Ensure the curriculum reflects current industry practices and trends, supporting the College's vision of 'by industry for industry'. Uphold the College's Catholic mission by preparing students for success in their chosen trade pathways through meaningful community and industry connections.

### **Digital Platforms – Use, Management & Ongoing Professional Development:**

Support staff in engaging with essential digital platforms for teaching, learning and administration. Provide professional development and leadership to help staff confidently navigate the College's digital landscape. Develop and implement ongoing professional development in SEQTA, the primary learner management system, which is utilised to document student progress while supporting inclusive education aligned with NCCD requirements. Ensuring staff can access many automated processes for daily organisational purposes. Microsoft Teams is the College's leading platform for communication and collaboration. Conduct ongoing learning to enhance staff capabilities in chat, video conferencing and file management, fostering clear communication across teaching teams and student groups. Provide an induction for new staff in Vivi, the system for classroom interactive screens, including training on features such as wireless connectivity and screen sharing, as well as modelling best practices within their classroom.

## **Qualifications & Experience**

- Hold registration or be eligible for registration as a teacher in South Australia.
- Provide evidence of either leading or supporting effective teaching that results in improved student outcomes.
- Demonstrate experience in designing curriculum, writing assessments and creating learning resources for both trade-based and academic subjects.
- Have a background in staff development, which may include mentoring, coaching, conducting professional development sessions, or supporting graduate teachers.
- Have experience in making accommodations for students with learning needs and supporting teachers in including all learners.
- Communicate clearly with staff, students, families and industry partners, in writing and in person.
- Organise tasks efficiently, manage time effectively and resolve conflicts promptly and fairly.
- Hold or be prepared to complete all required CESA screenings and training, e.g. WWCC, RRHAN-EC, First Aid, Keeping Safe: Child Protection Curriculum, MITIOG.

## **Personal Specification**

- Support and promote the Catholic ethos of the College through actions and conversations.
- Participate in College events and faith life, including prayer, liturgy and social justice activities.
- Build strong, respectful relationships with staff, students, families and industry partners.
- Lead by example, be approachable, fair and trustworthy in all interactions.
- Be willing to work in a team, sharing ideas and supporting colleagues.
- Respond positively to change, new initiatives and unexpected challenges.
- Maintain high professional standards in teaching, communication and appearance.
- Keep skills and knowledge updated through professional learning and self-reflection.

## **Professional Responsibilities**

- Actively participate in activities that support and strengthen the College's Catholic identity and values.
- Follow the CESA Code of Conduct, College procedures and all relevant sector policies in your role.
- Support students' academic progress and wellbeing, both inside and outside the classroom.
- Keep private information confidential, do not share matters regarding students or staff without permission.
- Support the organisation and delivery of VET, work experience and apprenticeships, including preparation and follow-up.

- Support students in accessing industry-based learning opportunities and building their readiness for the workplace.
- Complete all mandatory training in WHS and other compliance areas as required by the College or sector.
- Report hazards, incidents and injuries immediately to contribute to a safe working environment.
- Meet weekly with your mentor group to discuss curriculum planning, student progress, wellbeing concerns and classroom issues.
- Keep records of meetings, action items and follow-up tasks.

## Additional Notes

- Office space and LSO groupings will be organised to promote teamwork and facilitate easy access to shared resources and information.
- Be flexible with office and team allocations; changes may occur based on College needs or staff numbers.

## Work Health & Safety

This role is deemed to be a Worker under the South Australian Work Health and Safety (WHS) Act 2012.

As a Worker, while at work you must –

- take reasonable care for your own health and safety
- take reasonable care that your actions or omissions do not adversely affect the health and safety of other persons
- comply, in so far as you are reasonably able to, with any reasonable instruction given by the employer
- co-operate with any reasonable policy or procedure of the employer that is related to health and safety at the workplace that has been notified to workers

*Reference: Division 4, Section 28 WHS Act 2012*

COVID-19 vaccination is not mandatory for CESA staff; however, maintaining up-to-date vaccination is strongly recommended in line with CESA policy.

**PLEASE NOTE:** This position information document indicates the general nature and level of work performed by the incumbent and is not a comprehensive listing of all responsibilities, tasks and outcomes.